

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Listening

**STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.**

**Indicator 1: Demonstrate comprehension of vocabulary presented orally and in context.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Demonstrate comprehension of basic grade-level vocabulary including multiple-meaning words and idioms with the support of gestures, pictures, and repetition. (Grade 4 R/ELA SC 6.A.2.e)</p> <p>b. Demonstrate recognition of word structures to determine the meaning of words using pictures, gestures, actions, realia, and repetition. (Grade 4 R/ELA SC 6.A.2.e)</p>	<p>a. Demonstrate comprehension of basic grade-level vocabulary including multiple-meaning words and idioms with support of graphic organizers, sentence frames, pictures, and modeling. (Grade 4 6.A.2.e)</p> <p>b. Demonstrate recognition of and use word structures to determine the meaning of words using pictures, gestures, actions, and/or realia. (Grade 4 R/ELA SC 6.A.2.e)</p>	<p>a. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms with support of visuals, outlines, and context clues. (Grade 4 R/ELA SC 6.A.2.e)</p> <p>b. Demonstrate recognition of and use word structures to determine the meaning of words with visual support and context clues. (Grade 4 R/ELA SC 6.A.2.e)</p>	<p>a. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words, idioms, and figurative language. (Grade 4 R/ELA SC 6.A.2.e)</p> <p>b. Demonstrate recognition of and use word structures to determine the meaning of words with support. (Grade 4 R/ELA SC 6.A.2.e)</p>	<p>a. <i>Listen carefully to expand and enrich vocabulary.</i> (Grade 4 R/ELA SC 6.A.2.e)</p> <p>b. <i>Use word structures to determine the meaning of words.</i> (Grades 4-5 R/ELA SC 1.D.3.b)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Listening

**STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.**

**Indicator 2: Identify and differentiate pronunciation and intonation patterns to interpret meaning.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Distinguish common phonemes and phonemic patterns such as initial and final consonant sounds and short vowel sounds.	a. Distinguish common phonemes and phonemic patterns such as consonant blends and long vowels.	a. Distinguish phonemes and phonemic patterns such as blends and digraphs in initial, medial, and final positions.	a. Distinguish phonemes and phonemic patterns such as diphthongs and other vowel patterns.	a. Distinguish phonemes and phonemic patterns such as contrasting vowel sounds in initial, medial, and final positions.
b. Distinguish intonation patterns and word stress that affect meaning.	b. Distinguish intonation patterns and word stress that affect meaning in simple statements, questions, and exclamations.	b. Distinguish intonation patterns and word stress that affect meaning in complex statements, questions, and exclamations.	b. Distinguish intonation patterns and word stress that affect meaning in complex statements and extended speech. (Grades 4-5 R/ELA SC 6.A.2.b)	b. Distinguish intonation patterns and syllable/word stress that affect factual and implied meaning in a variety of verbal messages. (Grades 4-5 R/ELA SC 6.A.2.b)

**STANDARD 1: English Language Learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.**

**Indicator 3: Demonstrate comprehension of a variety of oral instructions, questions, and prompts.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Listen attentively and follow simple instructions and prompts with visual support and modeling.	a. Listen attentively and follow two-step instructions and prompts to complete grade-level tasks with visual support. (Grade 4 R/ELA SC 6.A.2.d)	a. Listen attentively and follow multi-step instructions and prompts to complete grade-level tasks with support. (Grade 4 R/ELA SC 6.A.2.d)	a. Listen attentively and follow multi-step instructions and prompts to complete grade-level tasks with support. (Grade 4 R/ELA SC 6.A.2.d)	a. Listen attentively and follow multi-step instructions and prompts independent of support to complete grade-level tasks. (Grade 4 R/ELA SC 6.A.2.d)
b. Answer questions that require a one- or two-word and/or non-verbal response.	b. Answer grade-level questions that contain simple language structures.	b. Answer a variety of factual and inferential grade-level questions that have simple language structures.	b. Answer grade-level questions that contain complex language structures with support.	b. Answer lengthy questions that contain grade-level vocabulary and language structures.

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Listening

**STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.**

**Indicator 4: Demonstrate comprehension of information and texts presented orally.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Demonstrate aural comprehension of content presented with simplified language and visual support by responding non-verbally or by identifying main ideas.	a. Demonstrate aural comprehension of content presented with simplified language and visual support by performing grade-level tasks such as categorizing or retelling. (Grade 4 R/ELA SC 6.A.2.c and Grades 4-5 R/ELA SC 6.A.1)	a. Demonstrate aural comprehension of content presented by performing grade-level tasks such as asking questions, sequencing, or summarizing with support. (Grade 4 R/ELA SC 6.A.2.c/e and Grade 5 R/ELA SC 6.A.2.d)	a. Demonstrate aural comprehension and analyze factual and implied content presented by performing grade-level tasks such as elaborating/drawing conclusions with support. (Grade 4 R/ELA SC 6.A.2.c and Grade 5 R/ELA SC 6.A.2.c/d)	a. <i><b>Comprehend and analyze what is heard.</b></i> (Grades 4-5 R/ELA SC 6.A.2)

**STANDARD 1: English Language Learners will listen to English acquire language, comprehend and interpret meaning, and respond appropriately in interpersonal and academic contexts.**

**Indicator 5: Listen to participate in conversations and discussions.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Demonstrate active listening strategies in routine social and grade-level academic interactions by attending to the speaker nonverbally, making eye contact and using gestures. (Grades 4-5 R/ELA SC 6.A.1.a)	a. Demonstrate active listening strategies in social and grade-level academic interactions by attending to the speaker and asking on-topic questions. (Grades 4-5 R/ELA SC 6.A.1.b)	a. Demonstrate active listening strategies in social and grade-level academic interactions by attending to the speaker, asking for clarification, and summarizing. (Grades 4-5 R/ELA SC 6.A.1.b and 6.A.2.c)	a. Demonstrate active listening strategies in social and grade-level academic interactions by asking appropriate questions and relating prior knowledge during discussions. (Grades 4-5 R/ELA SC 6.A.1. b/d)	a. Demonstrate active listening strategies in a variety of social and grade-level academic whole/small group interactions by contributing relevant comments in discussions. (Grade 5 R/ELA SC 6.A.2.c)

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

**Indicator 1: Use vocabulary to communicate effectively in speaking.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use concrete grade-level nouns and subject pronouns with visual support.	a. Use concrete grade-level nouns and subject pronouns with visual and text support.	a. Use grade-level vocabulary including possessive, demonstrative, and relative pronouns with visual and text support. (Grade 5 R/ELA SC 5.A.2.a)	a. Use grade-level vocabulary including abstract nouns with visual and text support. (Grade 5 R/ELA SC 5.A.2.a)	a. Use grade-level nouns and pronouns including relative pronouns. (Grade 5 R/ELA SC 5.A.2.a)
b. Use verbs to indicate action and state of being with support of gestures, actions, and pictures.	b. Use verbs and helping verbs including <i>as</i> , <i>can</i> , <i>may</i> , <i>will</i> , and <i>do</i> with support of gestures, actions, and pictures.	b. Use grade-level verbs and helping verbs including <i>could</i> , <i>might</i> , <i>must</i> , and <i>used to</i> with support of gestures, actions, and pictures.	b. Use grade-level verbs and helping verbs including <i>should</i> and <i>would</i> with support.	b. Use grade-level verbs and helping verbs independent of support.
c. Use adjectives with support of gestures and pictures.	c. Use adjectives and articles with support of gestures and pictures.	c. Use articles, grade-level adjectives, and adverbs with support of gestures, pictures and text.	c. Use articles, grade-level adjectives, adverbs, and quantifiers with support.	c. Use articles and grade-level adjectives, adverbs, and quantifiers independent of support.
d. Use basic words to indicate time, sequence, and location, with support of gestures and pictures.	d. Use basic words to indicate time, sequence, location, and direction with support of gestures, pictures, and text.	d. Use grade-level words to indicate time, sequence, location, and direction with support of gestures, pictures, and text.	d. Use grade-level words to indicate time, sequence, location, and direction with support.	d. Use grade-level words to indicate time, sequence, location, and direction independent of support.
e. Use phrasal verbs with support of gestures, actions, and pictures.	e. Use phrasal verbs and idioms with support of gestures, actions, and pictures.	e. Use phrasal verbs, idioms, and multiple-meaning words with support of gestures, actions, and pictures.	e. Use idioms, grade-level multiple-meaning words, and figurative expressions with support.	e. Use grade-level idioms, multiple-meaning words and figurative expressions independent of support.

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

**Indicator 2: Use Standard English grammar to speak clearly and accurately.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use appropriate word order in modeled short phrases, highly patterned statements, and questions with support.	a. Use appropriate word order in simple statements and questions with visual support.	a. Use appropriate word order in simple and compound statements and questions with visual support. (Grade 4 R/ELA SC 5.A.2.c and Grade 5 R/ELA SC 5.A.2.c/d)	a. Use appropriate word order in simple, compound, and complex statements and questions with support. (Grade 4 R/ELA SC 5.A.2.c and Grade 5 R/ELA SC 5.A.2.c/d)	a. Use appropriate word order in conversations or presentation using simple to complex statements and questions independent of support. (Grade 4 R/ELA SC 5.A.2.c and Grade 5 R/ELA SC 5.A.2.c/d)
b. Use subject-verb agreement in highly patterned simple statements with visual support.	b. Use subject-verb agreement in simple statements and questions with visual support.	b. Use subject-verb agreement in simple and compound statements and questions with visual support. (Grades 4-5 R/ELA SC 5.B.2.a)	b. Use subject-verb agreement in simple, compound, and complex statements and questions with support. (Grades 4-5 R/ELA SC 5.B.2.a)	b. Use subject-verb agreement in conversations or presentations using simple to complex statements and questions with compound subjects and verbs independent of support. (Grades 4-5 R/ELA SC 5.B.2.a)
c. Use present tense of common verbs with visual support.	c. Use past, present, and future verb tenses with visual support.	c. Use past, present, future, and progressive verb tenses of regular and high frequency irregular verbs with visual support.	c. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations with support.	c. Use past, present, future, progressive, and conditional verb tenses in conversations and presentations independent of support.
d. Use simple transitional words and phrases with support.	d. Use grade-level transitional words and phrases to create a logical message with visual support.	d. Use grade-level transitional words and phrases to create a cohesive and logical message with visual and text support.	d. Use grade-level transitional words and phrases to create cohesive and logical messages with support.	d. Use grade-level transitional words, phrases, and appositives to communicate cohesive and logical messages and presentations independent of support.

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

**Indicator 3: Speak clearly using comprehensible pronunciation, intonation, and fluency.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use comprehensible enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences when repeating after a model.	a. Use comprehensible enunciation, intonation, and fluency in grade-level oral language tasks when repeating after a model. (Grades 4-5 VSC 7A.1)	a. Use comprehensible enunciation, intonation, and fluency in grade-level oral language tasks and presentations with modeling and multimedia support. (Grades 4-5 VSC 7.A.1)	a. Use comprehensible enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral language presentations with modeling and multimedia support. (Grades 4-5 VSC 7.A.1)	a. <i>Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress.</i> (Grades 4-5 VSC 7.A.1.a)

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

### Indicator 4: Express personal information and ideas.

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Express personal/autobiographical information and ideas using short phrases and memorized patterns with support such as modeled language, props, and visual cues. (Grades 4-5 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using short phrases and memorized patterns with support such as modeled language, props, and visual cues. (Grades 4-5 R/ELA SC &amp; A.2.b)</p> <p>c. Express needs and wants using short phrases and memorized patterns with support such as modeled language, props, and visual cues.</p>	<p>a. Express personal/autobiographical information and ideas using simple modeled sentences with support such as props, and visual cues. (Grades 4-5 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings using simple sentences with support such as modeling, props, and visual cues. (Grades 4-5 R/ELA SC 7 A.2.b)</p> <p>c. Express needs and wants using simple sentences with support such as restating modeled sentences, props, and visual cues.</p>	<p>a. Express personal/autobiographical information and ideas supported by sentence stems/frames, props, and visual cues. (Grades 4-5 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings including stating a position and supporting it with reasons with support of sentence stems/frames. (Grades 4-5 R/ELA SC 7 A.2.b)</p> <p>c. Express needs and wants in sentences including a reason supported by sentence stems/frames, props, and visual cues.</p>	<p>a. Express personal/autobiographical information and ideas including delivering oral presentations with support such as modeling and prompting for additional detail. (Grades 4-5 R/ELA SC 7.A.2.a)</p> <p>b. Express opinions and feelings while engaging in one-on-one and small group discussions with support such as modeling and prompting for additional detail. (Grades 4-5 R/ELA SC 7 A.2.b)</p> <p>c. Express needs and wants in sentences including multiple reasons with support such as modeling and prompting for additional detail.</p>	<p>a. <i>Speak in a variety of situations to inform and/or relate experiences.</i> (Grades 4-5 R/ELA SC 7.A.2.a)</p> <p>b. <i>State a position and support it with reasons.</i> (Grades 4-5 R/ELA SC 7 A.2.b)</p> <p>c. Express needs and wants including multiple reasons and using appropriate non-verbal techniques such as posture, eye contact, facial expressions, and gestures.</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

**Indicator 5: Communicate academic information with clarity and fluency.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Explain grade-level academic procedures using single words or short phrases.	a. Explain grade-level academic procedures using simple sentences with support.	a. Explain grade-level two-step academic procedures using complex sentences with support.	a. Explain grade-level multi-step academic procedures using complex sentences with support.	a. Explain grade-level multi-step academic procedures using complex language structures independent of support.
b. Retell events, stories, and experiences using pictures, words, and short phrases with support.	b. Retell events, stories, and experiences using simple sentences with support.	b. Retell events, stories and experiences using complex sentences with support.	b. Retell the main idea and details of events, stories, and experiences using complex sentences with support. (Grade 4/5 R/ELA SC 7.A.2.a)	b. Retell main ideas and details of events, stories, and experiences using complex language structures independent of support. (Grade 4/5 R/ELA SC 7.A.2.a)
c. Describe attributes of people, places, and things using simple words, short phrases, and basic adjectives.	c. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences with support.	c. Describe and compare attributes and characteristics of people, places, and things using complex language structures with support.	c. Describe and compare factual attributes and characteristics of people, places, and things using complex language structures with support.	c. Describe and compare factual and implied attributes and characteristics of people, places, and things using simple to complex language structures independent of support. (Grade 4/5 R/ELA SC 7.A.2.b)
d. Express predictions of future events using simple words and short phrases with support.	d. Express predictions and future events using phrases and simple sentences with support.	d. Express predictions, probability, and future events using complex sentences with support.	d. Express predictions, probability, and future events using complex sentences independent of support.	d. Express predictions, probability, and future events using complex language structures independent of support.
e. Express cause/effect relationships using simple words or phrases with pictures or graphic organizers for support.	e. Express cause/effect relationships using phrases and simple sentences including <i>because</i> with support.	e. Express cause/effect relationships using complex language structures including <i>because</i> and <i>if/then</i> statements with support.	e. Express cause/effect relationships using complex sentences including <i>because</i> , <i>so</i> , and <i>if/then</i> statements with support.	e. Express cause/effect relationships using complex language structures including <i>because</i> , <i>so</i> , and <i>if/then</i> statements independent of support.



# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Speaking

**STANDARD 2: English language learners will speak in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.**

**Indicator 6: Participate in conversations and discussions on a variety of topics.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use basic verbal and non-verbal communication techniques including taking turns and eye contact to participate in short conversations and simple discussions. (Grades 4/5 R/ELA SC 7.A.1.a/c)</p> <p>b. Ask modeled questions to gain basic information and clarify academic content.</p>	<p>a. Use verbal and non-verbal communication techniques including volume and proximity to participate in short paired or small-group discussions. (Grades 4-5 R/ELA SC 7.A.1)</p> <p>b. Ask simple questions to gain basic information and clarify academic content.</p>	<p>a. Use verbal and non-verbal communication techniques including circumlocution and self-correcting to participate in grade-level academic discourse and small-group discussions. (Grades 4-5 R/ELA SC 7.A.1)</p> <p>b. Ask modeled complex questions to gain basic information and clarify academic content.</p>	<p>a. Use verbal and non-verbal communication techniques including register in grade-level academic discourse and large-group discussions. (Grades 4-5 R/ELA SC 7.A.1)</p> <p>b. Ask complex questions to gain information and clarify academic content.</p>	<p>a. <i>Use organization and delivery strategies</i> to participate in conversations and academic discourse/discussions. (Grades 4-5 R/ELA SC 7.A.1)</p> <p>b. Initiate a variety of questions to gain information, clarify academic content, and participate in discussions.</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 1: Recognize and interpret meaning of vocabulary and symbols in print.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Determine the meaning of cognates, new vocabulary, and environmental print by examining illustrations and using text features with support.</p> <p>b. Demonstrate knowledge of word relationships and categories by sorting words into sets and groups with support of pictures and dictionaries. (Grades 4-5 R/ELA SC 1.D.2.a)</p> <p>c. Use word structure to determine meanings of words including basic compound words and inflectional endings.</p> <p>d. Demonstrate comprehension of multiple-meaning words with support of visuals, dictionaries, and illustrated glossaries. (Grade 2 R/ELA SC 1.D.3.d)</p>	<p>a. Determine the meaning of new grade-level vocabulary by rereading, examining illustrations and using text features with support.</p> <p>b. <i>Classify and categorize increasingly complex words into sets and groups</i> with support. (Grades 4-5 R/ELA SC 1.D.2.a)</p> <p>c. Use word structure to determine meanings of words including inflectional endings and compound words with support of visuals and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.b)</p> <p>d. Demonstrate comprehension of basic idioms and multiple-meaning words with support of visuals and dictionaries.</p>	<p>a. <i>Use context to determine the meanings of words</i> with support of dictionaries and textbook glossaries. (Grades 4-5 R/ELA SC 1.D.3.a)</p> <p>b. Identify antonyms, synonyms, and homophones with support of dictionaries. (Grades 4-5 R/ELA SC 1.D.2.a/b)</p> <p>c. <i>Use word structure to determine meanings of words including grade appropriate prefixes/suffixes and root/base-words</i> with support of visuals and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.b)</p> <p>d. Demonstrate comprehension of idioms and grade-level multiple-meaning words with support of visuals and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.a)</p>	<p>a. Demonstrate comprehension of grade-level vocabulary in a variety of texts by rereading, using context clues, reading on, and using text features. (Grades 4-5 R/ELA SC 1.D.3.a)</p> <p>b. <i>Identify and explain relationships between and among words.</i> (Grade 5 R/ELA SC 1.D.2.b)</p> <p>c. <i>Use word structure to determine meanings of words including grade appropriate prefixes/suffixes, root/base-words, and inflectional endings</i> with support of visuals and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.b)</p> <p>d. Demonstrate comprehension of idioms, figurative language, and grade-level multiple-meaning words with support of dictionaries. (Grades 4-5 R/ELA SC 1.D.3.a)</p>	<p>a. <i>Develop and apply vocabulary through exposure to a variety of texts.</i> (Grades 4-5 R/ELA SC 1.D.1.a)</p> <p>b. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary when reading independently. (Grades 4-5 R/ELA SC 1.D.2)</p> <p>c. <i>Use word structure to determine meanings of words.</i> (Grades 4-5 R/ELA SC 1.D.3.b)</p> <p>d. <i>Use context to determine the meanings of words including above grade-level words used in context.</i> (Grades 4-5 R/ELA SC 1.D.3.a)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 2: Demonstrate comprehension of informational and literary texts.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Recognize the organizational structure of informational text including descriptive text. (Grades 4-5 R/ELA SC 2.A.3.a/b)</p> <p>b. Identify important facts in leveled informational text. (Grades 4-5 R/ELA SC 2.A.4)</p> <p>c. Identify elements of literary texts including characters and setting. (Grades 4-5 R/ELA SC 3.A.3.c/d)</p> <p>d. Identify important ideas in literary texts. (Grades 4-5 R/ELA SC 3.A.6.)</p>	<p>a. Recognize the organizational structure of informational text including procedural/chronological text and identify words/phrases that show sequence and chronology. (Grades 4-5 R/ELA SC 2.A.3.a/b)</p> <p>b. Identify the main idea and factual supporting details in informational text. (Grades 4-5 R/ELA SC 2.A.4)</p> <p>c. Identify elements of literary texts including the events of the plot. (Grades 4-5 R/ELA SC 3.A.3.b)</p> <p>d. Recognize the main idea or message in literary text. (Grades 4-5 R/ELA SC 3.A.6.)</p>	<p>a. Identify the organizational structure of informational text including compare/contrast and cause/effect and identify associated words/phrases. (Grades 4-5 R/ELA SC 2.A.3.a/b)</p> <p>b. <i>State and support main ideas and messages.</i> (Grades 4-5 R/ELA SC 2.A.4.c)</p> <p>c. <i>Identify and explain relationships between and among characters, setting, and events</i> with support. (Grades 4-5 R/ELA SC 3.A.3.e)</p> <p>d. <i>Identify and explain main ideas and universal themes</i> with support. (Grades 4-5 R/ELA SC 3.A.6.a)</p>	<p>a. Identify the organizational structure of informational text including cause/effect and problem/solution and identify associated words/phrases. (Grades 4-5 R/ELA SC 2.A.3.a/b)</p> <p>b. <i>Summarize or paraphrase the text or a portion of the text.</i> (Grades 4-5 R/ELA SC 2.A.4.d)</p> <p>c. Identify structural features and sound elements of poetry and drama with support. (Grades 4-5 R/ELA SC 3.A.4/5)</p> <p>d. Identify explain, and summarize similar themes across multiple literary texts. (Grades 4-5 R/ELA SC 3.A.6.b)</p>	<p>a. <i>Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, and main idea/supporting details.</i> (Grades 4-5 R/ELA SC 2.A.3.a)</p> <p>b. Identify, explain, and paraphrase the main idea and factual or implied supporting details in informational text. (Grades 4-5 R/ELA SC 2.A.4)</p> <p>c. <i>Identify and distinguish among types of narrative texts.</i> (Grades 4-5 R/ELA SC 3.A.3.a)</p> <p>d. Identify, explain, and paraphrase important ideas and messages across multiple literary texts. (Grades 4-5 R/ELA SC 3.A.6)</p>

**Maryland English Language Proficiency State Curriculum**  
**Grades 4-5: Reading**

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 2: Demonstrate comprehension of informational and literary texts.**

<b>LOW BEGINNING</b>	<b>HIGH BEGINNING</b>	<b>LOW INTERMEDIATE</b>	<b>HIGH INTERMEDIATE</b>	<b>ADVANCED</b>
e. Follow short written directions with visual cues.	e. Follow grade-level directions and prompts with simple language structures including brief constructed response items with support.	e. Read and recognize functional documents with support.	e. Read and follow multi-step written directions and procedures in functional documents with support. (Grades 4-5 R/ELA SC 2.A.1.b)	e. Read, use, and identify the characteristics of functional documents. (Grades 4-5 R/ELA SC 2.A.1.b)

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 3: Recognize the connection between written text and spoken language.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Apply phonics to decode words with consonant and vowel patterns, including CVC and CVCE with support of modeling. (Grade 4 R/ELA SC 1.B.1.a)</p> <p>b. Read short familiar texts with fluency when repeating after a model.</p>	<p>a. Apply phonics to decode words with consonant and vowel patterns including words with blends and long vowel patterns. (Grade 4 R/ELA SC 1.B.1.a)</p> <p>b. Read familiar text with fluency and intonation when repeating after a model.</p>	<p>a. Apply phonics to decode words with consonant and vowel patterns including digraphs and diphthongs. (Grade 4 R/ELA SC 1.B.1.a)</p> <p>b. Read familiar text with fluency and intonation using punctuation cues when repeating after a model. (Grades 4-5 R/ELA SC 1.C.2.b)</p>	<p>a. Apply phonetic skills to decode words and break words into familiar parts. (Grade 4 R/ELA SC 1.B.1)</p> <p>b. <i>Demonstrate appropriate use of phrasing.</i> (Grades 4-5 R/ELA SC 1.C.2 b)</p>	<p>a. <i>Use a variety of phonetic skills to read unfamiliar words.</i> (Grade 4 R/ELA SC 1.B.1)</p> <p>b. <i>Read grade-level text with accuracy and appropriate pacing, intonation, and expression.</i> (Grades 4-5 R/ELA SC 1.C.2)</p>

## Maryland English Language Proficiency State Curriculum

### Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 4: Demonstrate an understanding of how written English is organized and read.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Identify the organization and format of grade-level texts including letters and emails.</p> <p>b. Recognize word order in simple sentence patterns.</p> <p>c. Use capitalization and end punctuation to convey meaning and expression with support of modeling. (Grades 4-5 R/ELA SC 1.C.2.b)</p>	<p>a. Identify the organization and format of grade-level texts including short stories and personal narratives.</p> <p>b. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.</p> <p>c. Use end punctuation to convey meaning and expression. (Grades 4-5 R/ELA SC 1.C.2.b)</p>	<p>a. Identify the organization and formats of grade-level texts including newspaper, magazine, and online articles.</p> <p>b. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.</p> <p>c. Use end punctuation and commas to guide meaning and expression. (Grades 4-5 R/ELA SC 1.C.2.b)</p>	<p>a. Identify the organization and formats of grade-level texts including dialogues and poems.</p> <p>b. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.</p> <p>c. Use punctuation cues to guide meaning and expression including quotation marks and apostrophes. (Grades 4-5 R/ELA SC 1.C.2.b)</p>	<p>a. Identify the organization and formats of texts and their purposes.</p> <p>b. Demonstrate understanding of how word order affects meaning in declarative, interrogative, imperative, and exclamatory sentences.</p> <p>c. <i>Use punctuation cues to guide meaning and expression.</i> (Grades 4-5 R/ELA SC 1.C.2.b)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 5: Use strategies to make meaning from text.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. <i>Use strategies to prepare for reading</i> including surveying or previewing the text. (Grades 4-5 R/ELA SC 1.E.2)</p> <p>b. <i>Use strategies to make meaning from text during reading including rereading the difficult parts slowly and carefully and visualizing what was read for deeper understanding</i> (Grades 4-5 R/ELA SC 1.E.3.a/h)</p> <p>c. Use resources to assist with reading tasks including picture dictionaries, illustrated word banks, and bilingual dictionaries. (Grades 4-5 R/ELA SC 1.D.3.c)</p> <p>d. Use text features including illustrations, photographs, titles, and labels to make meaning from text with support. (Grades 4-5 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>a. <i>Use strategies to prepare for reading</i> including answering simple questions about the text using modeled sentence frames. (Grades 4-5 R/ELA SC 1.E.2)</p> <p>b. <i>Use strategies to make meaning from text during reading including using a graphic organizer or another note-taking technique to record important ideas or information.</i> (Grades 4-5 R/ELA SC 1.E.3.i)</p> <p>c. Use resources to assist with reading tasks including illustrated word banks and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.c)</p> <p>d. Use text features including bold print, font size, italics, captions, and headings to make meaning from text with support. (Grades 4-5 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>a. <i>Use strategies to prepare for reading including making predictions and asking questions about the text</i> with support. (Grades 4-5 R/ELA SC 1.E.2.c)</p> <p>b. <i>Use strategies to make meaning from text during reading including making, confirming or adjusting predictions</i> with support. (Grades 4-5 R/ELA SC 1.E.3.e)</p> <p>c. Use resources to assist with reading tasks including, footnotes, glossaries, and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.c)</p> <p>d. Use text features including tables of contents, maps, timelines, graphs, and charts/tables to make meaning from text with support. (Grades 4-5 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>a. <i>Use strategies to prepare for reading including making connections to the text from prior knowledge and experiences</i> and completing graphic organizers with support. (Grades 4-5 R/ELA SC 1.E.2.d)</p> <p>b. <i>Use strategies to make meaning from text during reading including explaining personal connections to the ideas or information in the text.</i> (Grades 4-5 R/ELA SC 1.E.3.j)</p> <p>c. Use resources to assist with reading tasks including thesauruses and dictionaries. (Grades 4-5 R/ELA SC 1.D.3.c)</p> <p>d. Use text features including print features, graphic aids, and information aids to make meaning from text with support. (Grades 4-5 R/ELA SC 2.A.2 and 3.A.2)</p>	<p>a. <i>Use strategies to prepare for reading</i> independent of support. (Grades 4-5 R/ELA SC 1.E.2)</p> <p>b. <i>Use strategies to make meaning from text during reading including periodically paraphrasing important ideas or information.</i> (Grades 4-5 R/ELA SC 1.E.3.g)</p> <p>c. Use resources to confirm definitions and gather further information about words. (Grades 4-5 R/ELA SC 1.D.3.c)</p> <p>d. <i>Identify and use text features to facilitate understanding of texts.</i> (Grades 4-5 R/ELA SC 2.A.2 and 3.A.2)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Reading

**STANDARD 3: English Language Learners will read English to acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.**

**Indicator 5: Use strategies to make meaning from text.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
e. <i>Use strategies to demonstrate understanding of the text after reading</i> including identifying what is directly stated in the text. (Grades 4-5 R/ELA 1.E.4.b)	e. <i>Use strategies to demonstrate understanding of the text after reading</i> including answering factual questions with support. (Grades 4-5 R/ELA 1.E.4)	e. <i>Use strategies to demonstrate understanding of the text after reading including identifying and explaining the main idea</i> with support. (Grades 4-5 R/ELA 1.E.4.a)	e. <i>Use strategies to demonstrate understanding of the text after reading including summarizing.</i> (Grades 4-5 R/ELA SC 1.E.4.g)	e. <i>Use strategies to demonstrate understanding of the text after reading including drawing conclusions or making generalizations about the text.</i> (Grades 4-5 R/ELA SC 1.E.4.d)



# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.**

**Indicator 1: Use vocabulary to communicate effectively in writing.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use grade-level content nouns and subject pronouns by labeling with visual support.	a. Use grade-level singular and plural nouns and subject pronouns in phrases and sentence frames with visual and text support.	a. Use grade-level vocabulary including possessive and demonstrative pronouns in sentences with support of modeling and sentence stems/frames. (Grade 5 R/ELA SC 5.A.2.a)	a. Use grade-level vocabulary including relative pronouns in paragraphs with support of modeling and paragraph frames. (Grade 5 R/ELA SC 5.A.2.a)	a. Use grade-level vocabulary including abstract nouns in paragraphs independent of support. (Grade 5 R/ELA SC 5.A.2.a)
b. Use verbs to express action or state of being by labeling with visual support.	b. Use verbs and helping verbs to express action or state of being in phrases and sentence frames with visual and text support.	b. Use grade-level verbs and helping verbs in sentences with support of modeling and sentence stems/frames. (Grade 4 R/ELA SC 5.A.2.d/e)	b. Use grade-level verbs and helping verbs in paragraphs with support of modeling and paragraph frames. (Grade 4 R/ELA SC 5.A.2.d/e)	b. <b>Identify and use verb forms such as singular/plural, regular/irregular.</b> (Grade 4 R/ELA SC 5.A.2.d/e)
c. Use adjectives by labeling with visual support.	c. Use articles and grade-level adjectives in phrases and sentence frames with visual and text support.	c. Use articles and grade-level adjectives and adverbs in sentences with support of modeling and sentence stems/frames.	c. Use articles and grade-level adjectives and adverbs in short paragraphs with support of modeling and paragraph frames.	c. Use articles and grade-level adjectives and adverbs in short paragraphs independent of support.
d. Use basic words to indicate time, sequence, and location by labeling picture stories.	d. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames with visual and text support.	d. Use grade-level words to indicate direction, time, sequence, and location in sentences with support of modeling and sentence stems/frames.	d. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs with support of modeling and paragraph frames.	d. Use grade-level words to indicate direction, time, sequence, and location in paragraphs independent of support.
e. Use basic phrasal verbs by matching pictures to text with support	e. Use basic phrasal verbs in sentence frames with visual and text support.	e. Use idioms and multiple-meaning words with support of modeling and sentence stems/frames.	e. Use idioms, figurative expressions, and multiple-meaning words with support of modeling and paragraph frames. (Grades 4-5 R/ELA SC 4.A.2.b)	e. Use idioms and figurative language to clarify, extend or elaborate on ideas. (Grades 4-5 R/ELA SC 4.A.2.b)

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.**

**Indicator 2: Use Standard English grammar to communicate clearly and accurately in writing.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use correct word order in modeled short phrases and highly patterned statements and questions by drawing and labeling with visual support.</p> <p>b. Use subject/verb agreement in highly patterned simple statements with visual support.</p> <p>c. Use present and present progressive tenses of common verbs in highly patterned simple statements with visual support. (Grade 4 R/ELA SC 5.A.2.d/e)</p> <p>d. Use basic transitional words to create a message in a sentence using a word bank and visual cues.</p>	<p>a. Use correct word order to form modeled simple statements and questions with visual and text support.</p> <p>b. Use subject/verb agreement in simple statements and questions with visual and text support.</p> <p>c. Use past, present, future, and progressive verb tenses of common verbs in phrases and sentence frames with visual and text support. (Grade 4 R/ELA SC 5.A.2.d/e)</p> <p>d. Use basic transitional words and phrases to create a logical message among sentences with visual and text support.</p>	<p>a. Use correct word order in simple and compound statements and questions with support of modeling and sentence stems and frames. (Grade 4 R/ELA SC 5.A.2.c and Grade 5 R/ELA SC 5.A.2.c/d)</p> <p>b. Use subject/verb agreement in statements and questions including compound subjects with support of modeling and sentence stems/frames. (Grades 4-5 R/ELA SC 5.B.2.a)</p> <p>c. Use past, present, future, and progressive verb tenses of regular and common irregular verbs with support of modeling and sentence stems/frames. (Grade 4 R/ELA SC 5.A.2.d/e)</p> <p>d. Use grade-level transitional words and phrases to create a cohesive and logical message among sentences with visual and text support. (Grades 4-5 R/ELA SC 4.A.5.c)</p>	<p>a. Use correct word order in simple, compound, and complex sentences with support of modeling and paragraph frames. (Grade 4 R/ELA SC 5.A.2.c and Grade 5 R/ELA SC 5.A.2.c/d)</p> <p>b. Use subject/verb agreement in simple, compound, and complex statements and questions with support of modeling and paragraph frames. (Grades 4-5 R/ELA SC 5. B.2.a)</p> <p>c. Use past, present, future, progressive, and conditional verb tenses of regular and irregular verbs with support of modeling and paragraph frames. (Grade 4 R/ELA SC 5.A.2.d/e)</p> <p>d. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages with support. (Grades 4-5 R/ELA SC 4.A.5.c)</p>	<p>a. <i>Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas</i> with support. (Grades 4-5 R/ELA SC 5.A.2.c/d)</p> <p>b. <i>Apply appropriate subject/verb agreement</i> (Grades 4-5 R/ELA SC 5. B.2.a)</p> <p>c. <i>Apply consistent and appropriate use of verb tenses.</i> (Grade 4 R/ELA SC 5.B.2.b)</p> <p>d. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages independent of support. (Grades 4-5 R/ELA SC 4.A.5.c)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar and Standard English writing conventions.**

**Indicator 3: Use the conventions of Standard English to communicate clearly and accurately in writing.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Use correct end punctuation with support of modeled sentences and visual cues. (Grade 4 R/ELA SC 5.C.2.a)</p> <p>b. Use correct capitalization including capital letters to begin sentences and names with visual support and modeling.</p> <p>c. Spell grade-level words including high frequency words and pattern words with support of environmental print, labeled objects, word walls, and picture dictionaries. (Grade 4 R/ELA SC 5.D.2.d and Grade 5 R/ELA SC 5.D.2.c)</p>	<p>a. <i>Use apostrophes in contractions and possessives</i> with visual support. (Grade 4 R/ELA SC 5.C.2.d)</p> <p>b. Use correct capitalization including capital letters to begin sentences and identify proper nouns with visual support and modeling.</p> <p>c. Spell grade-level words including content words and words with common prefixes and with support of environmental print, word walls, dictionaries, and electronic resources. (Grade 4 R/ELA SC 5.D.2.d and Grade 5 R/ELA SC 5.D.2.c)</p>	<p>a. <i>Use commas correctly</i> with support of modeled sentences. (Grade 4 R/ELA SC 5.C.2.b and Grade 5 R/ELA SC 5.C.2.a)</p> <p>b. Use correct capitalization including capital letters to begin sentences and identify proper nouns.</p> <p>c. <i>Spell grade-appropriate high frequency and content words</i> with support of word walls, content word charts, dictionaries, and electronic resources. (Grades 4-5 R/ELA SC 5.D.2.a)</p>	<p>a. Use grade-level punctuation including colons, underlining, and quotation marks with support of modeled sentences and visual cues. (Grades 4-5 R/ELA SC 5.C.2.a/b/c/d/e)</p> <p>b. Use correct capitalization including capital letters in titles and direct quotations with visual support and modeling. (Grade 4 R/ELA SC 5.C.2.f)</p> <p>c. Spell grade-level words including multi syllabic words with complex spelling patterns with print and electronic support. (Grade 5 R/ELA SC 5.D.2.b)</p>	<p>a. <i>Apply Standard English punctuation in written language.</i> (Grades 4-5 R/ELA SC 5.C.2)</p> <p>b. <i>Apply Standard English capitalization in written language.</i> (Grade 4 R/ELA SC 5.C.2.f)</p> <p>c. <i>Apply conventional spelling in written language</i> with print and electronic support. (Grades 4-5 R/ELA SC 5.D.2)</p>

## Maryland English Language Proficiency State Curriculum

### Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.**

**Indicator 4: Write to express personal information and ideas.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>a. Write to express personal information and ideas in words, phrases, and sentences with support, of pictures, graphic organizers, and modeled text (Grades 4-5 R/ELA SC A.2.a/c)</p> <p>b. Write to express opinions and feelings using words, phrases, and sentences with written and visual support.</p>	<p>a. Write to express personal information and ideas in sentences and short paragraphs addressing topic, audience, and purpose with support of graphic organizers and modeled text. (Grades 4-5 R/ELA SC A.2.a/c)</p> <p>b. Write to express opinions and feelings using sentences and short paragraphs in persuasive text with written and visual support of pictures, graphic organizers, modeled text, and think alouds. (Grades 4-5 R/ELA SC A.2.d)</p>	<p>a. Write to express personal information and ideas with a clear beginning, middle, and end, addressing topic, audience, and purpose with support of graphic organizers, modeled text, and transition words. (Grades 4-5 R/ELA SC A.2.a/c)</p> <p>b. <b><i>Take a position and generate convincing reasons to support it</i></b> using think alouds, graphic organizers, and modeled text. (Grades 4-5 R/ELA SC A.2.d)</p>	<p>a. Write to express personal information and ideas in a variety of forms using appropriate organizational structures, addressing topic, audience, and purpose with support of graphic organizers, modeled text, and transition words. (Grades 4-5 R/ELA SC A.2.a/c)</p> <p>b. Write to express opinions and feelings using multiple paragraphs in persuasive text with relevant reasons using graphic organizers and modeled text. (Grades 4-5 R/ELA SC A.2.d)</p>	<p>a. Write to express personal information and ideas in a variety of forms using appropriate organizational structures and addressing topic, audience, and purpose. (Grades 4-5 R/ELA SC A.2.a/c)</p> <p>b. <b><i>Compose to persuade using significant reasons and relevant support to agree or disagree with an idea.</i></b> (Grades 4-5 R/ELA SC A.2.d)</p>

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.**

**Indicator 5: Write to convey academic information.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Write to explain grade-level academic procedures using single words, short phrases, and/or illustrations.	a. Write to explain grade-level academic procedures using simple sentences.	a. Write to explain grade-level two-step academic procedures using sentences with support.	a. Write to explain grade-level multi-step academic procedures using complex sentences with support.	a. Write to explain grade-level multi-step academic procedures using complex language structures independent of support.
b. Write narrative text using single words, short phrases, and/or illustrations with support. (Grades 4-5 R/ELA SC 4.A.2.a and 4.A.1.b)	b. Write narrative text using simple sentences with support. (Grades 4-5 R/ELA SC 4.A.2.a and 4.A.1.b)	b. Write narrative text using details in sentences with support. (Grades 4-5 R/ELA SC 4.A.2.a and 4.A.1.b)	b. Write narrative text using details in complex sentences with support. (Grades 4-5 R/ELA SC 4.A.2.a and 4.A.1.b)	b. Write narrative text using details with complex language structures independent of support. (Grades 4-5 R/ELA SC 4.A.2.a and 4.A.1.b)
c. Write to describe attributes of people, places, and things using words, short phrases, and basic adjectives. (Grades 4-5 R/ELA SC 4.A.1.b)	c. Write to describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences with support. (Grades 4-5 R/ELA SC 4.A.1.b)	c. Write to describe and compare attributes and characteristics of people, places, and things using details in sentences with support. (Grades 4-5 R/ELA SC 4.A.1.b)	c. Write to describe and compare factual attributes and characteristics of people, places, and things using sensory details and images with support. (Grades 4-5 R/ELA SC 4.A.2.b)	c. <i>Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives</i> with support. (Grade 4 R/ELA SC 4.A.2.b)
d. Write to express predictions and future events using simple words, short phrases, and/or illustrations with support.	d. Write to express predictions and future events using phrases and simple sentences with support.	d. Write to express predictions, probability, and future events using appropriate verb tenses with support.	d. Write to express predictions, probability, and future events using varied sentences with support.	d. Write to express predictions, probability, and future events using grade-level language structures independent of support.
e. Write to express cause/effect relationships using words or phrases with illustrations or graphic organizers for support. (Grades 4-5 R/ELA SC 4.A.1.b)	e. Write to express cause/effect relationships in phrases and using signal words with support. (Grades 4-5 R/ELA SC 4.A.1.b)	e. Write to express cause/effect relationships using signal words with support. (Grades 4-5 R/ELA SC 4.A.1.b)	e. Write to express cause/effect relationships in paragraphs using signal words/phrases with support. (Grades 4-5 R/ELA SC 4.A.1.b)	e. Write to express cause/effect relationships using grade-level language structures including appropriate signal words/phrases. (Grades 4-5 R/ELA SC 4.A.1.b)

# Maryland English Language Proficiency State Curriculum

## Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar, and Standard English writing conventions.**

**Indicator 5: Write to convey academic information.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
f. Write to summarize short passages of speech or text using words or phrases with support.	f. Write to summarize short passages of speech or text using phrases and sentences with support.	f. Use note taking to summarize or paraphrase speech or text with support of teacher modeling. (Grades 4-5 R/ELA SC 4.A.7.c)	f. Write to paraphrase speech or text using sentences and paragraphs. (Grades 4-5 R/ELA SC 4.A.1.b)	f. Summarize and paraphrase information from various sources. (Grades 4-5 R/ELA SC 4.A.1.b)

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar and Standard English writing conventions.**

**Indicator 6: Compose text using the steps of the writing process.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
a. Use prewriting strategies including graphic organizers, pictures, and listing to select a topic and related ideas for writing with modeling and teacher support. (Grades 4-5 R/ELA SC 4.A.1.a/b)	a. Use prewriting strategies including graphic organizers and lists to generate topics and organize ideas for writing with modeling and teacher support. (Grades 4-5 R/ELA SC 4.A.1.a/b)	a. Use prewriting strategies such as graphic organizers, webbing, and free-writing to select and narrow a topic and organize ideas for writing with teacher or peer support. (Grades 4-5 R/ELA SC 4.A.1.a/b)	a. Use prewriting strategies including selecting and using appropriate organizational structures with support of modeled texts. (Grades 4-5 R/ELA SC 4.A.1.b)	a. Use effective prewriting strategies to generate/select/narrow topics and select/use appropriate organizational structures. (Grades 4-5 R/ELA SC 4.A.1.a/b)
b. Use drafting strategies to compose a draft for a given audience and purpose using sentence frames with support of modeling. (Grades 4-5 R/ELA SC 4.A.1.a/b)	b. Use drafting strategies to compose a draft for a given audience and purpose with support of modeling, sentence frames, and cloze paragraphs. (Grades 4-5 R/ELA SC 4.A.1.a/b)	b. Use drafting strategies to compose a first draft with a main idea and supporting details with teacher or peer support. (Grades 4-5 R/ELA SC 4.A.1.b)	b. Use drafting strategies to select, organize, and develop ideas in paragraphs with support. (Grades 4-5 R/ELA SC 4.A.1.b)	b. <i>Compose texts using drafting strategies to complete an idea by providing topic, support, and concluding sentences.</i> (Grades 4-5 R/ELA SC 4.A.1.b)

## Maryland English Language Proficiency State Curriculum

### Grades 4-5: Writing

**STANDARD 4: English Language Learners will write in English for a variety of interpersonal and academic purposes with fluency using appropriate vocabulary, grammar and Standard English writing conventions.**

**Indicator 6: Compose text using the steps of the writing process.**

LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
<p>c. Revise first draft with teacher review. (Grades 4-5 R/ELA SC 4.A.3.a)</p> <p>d. Prepare final copies of text by proofreading and editing for capitalization and end punctuation with teacher modeling and support.</p>	<p>c. Revise first draft by incorporating suggestions provided by teacher and/or peer review. (Grades 4-5 R/ELA SC 4.A.3.a)</p> <p>d. Prepare final copies of text by proofreading and editing for capitalization, punctuation, and spelling using resources such as word walls, dictionaries, and checklists with teacher or peer review. (Grades 4-5 R/ELA SC 4.A.3.b)</p>	<p>c. <b>Clarify meaning by adding modifiers and sensory words within a sentence</b> with support of checklists, peer review, and dictionaries. (Grades 4-5 R/ELA SC 4.A.3.a)</p> <p>d. <b><i>Prepare the final product for presentation to an audience</i></b> by proofreading and editing using traditional and electronic resources such as dictionaries and checklists with modeling and support. (Grades 4-5 R/ELA SC 4.A.3.b/c, Grade 4 R/ELA SC 5.C.2.a-g, and Grade 5 R/ELA SC 5.C.2 a-e)</p>	<p>c. <i>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</i> with support. (Grade 4 R/ELA SC 4.A.3.a)</p> <p>d. Use strategies including self edit, peer edit, and selection of appropriate resources to proofread and prepare final copies of texts. (Grades 4-5 R/ELA SC 4.A.3.b/c)</p>	<p>c. <i>Revise texts for clarity, completeness, and effectiveness.</i> (Grades 4-5 R/ELA SC 4.A.3.a)</p> <p>d. <i>Use suitable traditional and electronic resources to refine presentations, edit texts for effective and appropriate use of language/conventions, and prepare the final product for presentation to an audience.</i> (Grades 4-5 R/ELA SC 4.A.3.b/c)</p>